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ABSTRACT

This book contains a collection of essays about literacy, theory, and the Internet. It addresses problems concerning understanding the new electronic technologies, getting the computer in the classroom, and teaching students to write with it. The book's first section, "Literacy in the Information Age," offers four essays: "Literacy after the Revolution, 1996 CCCC Chair's Address" (Lester Faigley); "Negative Spaces: From Production to Connection in Composition" (Johndan Johnson-Eilola); "Cyberpunk Literacy; or, Piety in the Sky" (William A. Covino); and "Writing in the Hivemind" (Don Byrd and Derek Owens). The book's second section, "Literacy and the Body Electric," has three essays: "We Are Not Just (Electronic) Words: Learning the Literacies of Culture, Body, and Politics" (Beth E. Kolko); "prosthetic_rhetorics@writing.loss.technology" (Cynthia Haynes); and "Our Bodies? Our Selves? Questions about Teaching in the MUD" (Raul Sanchez). The book's third section, "Electronic Pedagogies," contains four essays: "The Persistence of Authority: Coercing the Student Body" (Todd Taylor); "Rhetoric of the 'Contact Zone': Composition on the Front Lines" (Terry Craig, Leslie Harris, and Richard Smith); "Reading the Networks of Power: Rethinking 'Critical Thinking' in Computerized Classrooms" (Tim Mayers and Kevin Swafford); and "Writing Teachers, Schools, Access, and Change" (Patricia Fitzsimmons-Hunter and Charles Moran). (CR)

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